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**THE INFLUENCE OF USING OF GUESSING GAMES ON THE STUDENTS'
VOCABULARY MASTERY OF 5Th GRADE STUDENTS OF
SDN 4 CILIMUS KUNINGAN**

THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State
Institute for Islamic Studies in Partial fulfillment of the Requirements of Islamic Scholar
Degree in English Education Department



RISTA ISTIANAH
Reg.Num: 58430540

**THE ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY OF
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

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ABSTRACT

RISTA ISTIANAH : “The Influence of Using of Guessing Games on The Students’ Vocabulary Mastery of 5th Grade Students of SDN 4 Cilimus Kuningan”

Mostly the students were from the medium down family. The school doesn’t give students the handbook, but only give the LKS (student work sheet). They can borrow the books from library or school lends them but not to bring home. They were just doing home LKS at home and lent text book. May be it become a problem for them to study at home. With limited facilities, they can’t improve their lessons. They had low ability in English. Especially in fifth grade students. Therefore, I did research at this school to find out how they learn vocabulary.

Vocabulary is one of important factors in language learning and develops the language skills. The learner is difficult if they are lack of vocabulary. One of the technique teaching vocabulary is guessing game. There are many ways to teach vocabulary. One of them is using guessing game. Guessing game can be used in teaching and learning activity in order to make the students interested and enjoyable in learning English. The teacher uses the guessing game in teaching to motivate the students in learning activity, especially in learning vocabulary. The purpose of this thesis is to know the influence of using guessing games on vocabulary mastery.

In this case, the researcher tries to discuss about the process of teaching English in the fifth grade students of SDN 4 Cilimus- Kuningan. The research does the research are to find out the data about the influence of using of guessing games on the students’ vocabulary mastery.

The writer uses a quantitative approach through paired sample t-test. The technique of collecting data is test. The population of this study is the fifth grade students of *SDN 4 Cilimus Kuningan*. Here the writer uses one class, consist of 39 students as experiment pre test and post test. To get the data, the writer gives test to students.

After getting the data, the writer calculates using using the Paired Sample T test. When viewed from the sig. (2-tailed) obtained is 0.000. Because the sig. $0.000 < 0.025$ and $t_{observed} > t_{table}$ ($16.973 > 2.024$). According to the criteria of receiving H_a or refusing H_o ,



PREFACE

In the name of Allah, the Most Gracious and the Most Merciful. All Praises and thanks belong to Allah, The Lord of the Universe. And thanks to his permission, the writer has been capable of doing research and finishing this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

This thesis entitle in: “The Influence of Using of Guessing Games on The Students’ Vocabulary Mastery of 5th Grade Students of *SDN 4 Cilimus Kuningan*”. is presented to fulfill one of the Requirements to achieve Islamic scholar in English Education Degree (S.Pd.I) at English Department of *Tarbiyah* Faculty of *SyekhNurjati* State Institute for Islamic Studies.

In composingthis thesis, there are so many persons who have participated, helped, advised directly or indirectly. So, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to:

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8. And all people including the writer's friends who cannot be mentioned here.

The writer realizes that this thesis is still far of being perfect and there are many mistakes either in arrangement or in the content. So the writer is widely opened to receive any criticism and suggestion to make this thesis better for the future.

Finally, the writer does hope this thesis will be a valuable thing to the readers, especially, for the writer herself and for English Education Department of *Tarbiyah* Faculty of *SyekhNurjati* state Institute for Islamic Studies.

Cirebon, November, 2012

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary seems to be one of the most important parts of language acquisition. Catching of new words is a basic stone for further development of the language level of learners. Therefore, teachers should develop students' communicative competence in order that students know what to say in different situations and how to react in the acts of communication.

Vocabulary goes hand in hand with pronunciation. Students should be aware of words which differ only in pronunciation. Gairns & Redman (1986:50) express that Careful attention to pronunciation is therefore an essential part of vocabulary teaching if new lexis is to be used effectively, or understood without difficulty, in spoken English.

As a student, the writer often found neither himself nor his friends have no idea about some expressions said by the English teacher or written in English textbook, or about how to express what they want to say/write. While their teacher tried to ask them their problem, their answer in common was that they feel difficult to study English. On the other hand, when the writer was acting as an English teacher both in *Program Pengalaman Lapangan* (PPL) and as an English teacher in some private English courses, and when the writer was interviewing other English teachers vocabulary problems remained. It indicates that students' vocabulary mastery is unsatisfactory. It needs improvement indeed.

Burns and Broman (1975: 295) define vocabulary as the stock of words that used by person, class, or profession. The meaning is clear enough that in almost cases of human life, they use set of words. The use of the words itself differentiated according to the field, class, person, or profession. It means that beggar use set of words to ask for some money to rich people, a teacher also use set of words to explain material to the students, a father use set of words to talk to his child, and there are many other examples that show us in most of human's waking time they use set of words to do the activity. However, the use



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of set of words are different between one person and another person, therefore Burns and Broman emphasized on the three area of using stock words namely person, classs, and profession.

Brewster, Ellis, and Girard (1992: 23) say that as far as secondary schooling is concerned, most countries consider that learning a first foreign language should start straight away at the beginning of the first year when the pupils are, generally eleven or twelve years old. In short, younger is better.

Teaching of English to younger learners (elementary school) is very important because it will serve as the main foundation for students to learn. English at the higher level. Singleton in Brumfit (1997:vi) says that there are a number of the reasons for teaching English at primary level, they are:

1. The need to expose children from an early age to understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
2. The need to link communication to understanding of view concepts.



3. The need for maximum learning time for important languages-the earlier you start the more time you get.
4. The advantage of starting with early second language instruction so that later teachers can use the language as a medium of teaching.

Teaching English in elementary school is focused on vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influence the ability of students in studying English language.

Another important reason why English has got to be taught to the elementary school student have the capacity for learning and acquiring a new language English easier. The student of elementary school should be able to read, listen, speak and write. What the student elementary school of beginner, need is vocabulary. Vocabulary is very important component to be taught because by mastering vocabulary the student can learn language easily.

According to Amy Rider (2003:5) helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find themselves



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understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful. Luckily, vocabulary improvement is a relatively easy project for the classroom, and one that reaps results almost immediately.

Jill and Cales (2008: 47) said that to help learners with vocabulary can be presented in using game, where the new words appear in context and in combination with other words. You can also use pictures, mime, and realia (real objects) to introduce and explain the meanings of simple concrete noun.

Andrew Wright (2006:1) explained that game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

As far as the application of games in language teaching, teachers decide to include games for many reasons, as it will be demonstrated further.

It is widely recognized and well documented that using games in English classes has a positive impact on the learner's process of language acquisition. They can be used as warm-up activities, time



fillers or they can function as a main point in the lesson plan, or even in the whole syllabus.

Games take a share in a broad language development of learners. McCallum (1980:9) says that “There are many valid reasons for using games in the language classroom, not least among them the sheer enjoyment of a moment of relaxation after some arduous drilling.”

Some of the reasons for using games are declared by Lewis & Bedson (1999:3) as they declare that:

Apart from their motivational value as an enjoyable form of activity, they provide a context in which the language is embedded. This context is 'authentic' in the sense that game creates its own world: for the duration of the game, it replaces external reality.

There are many games to teach vocabulary. One of them is using guessing game. According to Klippel (1994:13) said that “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.”

Wright and Buck (1990:169) say, “Essentially, in guessing and speculating games, someone knows something and the others must find out what it is.”

Guessing game can be used in teaching and learning activity in order to make the students interested and enjoyable in learning English. The teacher uses the guessing game in teaching to motivate the students in learning activity, especially in learning vocabulary. Vocabulary is one of important factors in language learning and develops the language skills. The learner is difficult if they are lack of vocabulary. Therefore, the teacher has to create or use of technique vocabulary that is able to raise the motivation of students to learn it. One of the technique teaching vocabulary is guessing game.

On the reason above the researcher tries teaching English for students at fifth of *SDN 4 Cilimus* with using games. Here the researcher choose one game, it is guessing games. By using guessing games, it is hoped that the teacher will be able to improve the students’ understanding in learning vocabulary.



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B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Field of The Research

The field of the research in this thesis is vocabulary.

2. The Kinds of The Problem

There are many problems in vocabulary, especially when the students get difficulties to remember the meaning of the words. The researcher shows problems in learning vocabulary, for examples: The students are less interested in the English class, the class situation is not conducive, the students have bad pronunciation, and it is difficult for the students to spell vocabulary correctly. It indicates that students' vocabulary mastery is unsatisfactory.

3. The Main Problem

In this case, the writer will only discuss the lack of student in mastering vocabulary.

C. The Limitation of The Problem

In this research, the researcher will limit the problem that has influence with the title of my research; The Influence of Using of



Guessing Game on The Students' Vocabulary Mastery of 5th Grade Students of SDN 4 Cilimus Kuningan.

D. The Questions of The Research

The writer formulation some questions:

1. How is the students' vocabulary mastery before using guessing games?
2. How is the students' vocabulary mastery after using guessing games?
3. Is there any significance influence of using of guessing games on the students' vocabulary mastery?

E. The Aims of The Research

The writer formulation some aims:

1. To know the students' vocabulary mastery before using guessing games.
2. To know the students' vocabulary mastery after using guessing games.



3. To know the significance influence of using of guessing games on the students' vocabulary mastery.

F. The Use of The Research

I hoped that this thesis will be useful to:

1. Students

The use of game was a great way to improve the students' mastery in vocabulary that they could enjoy following the lesson without taking it too seriously. Moreover, by having the situation, they were expected to have an improvement in their mastery in English vocabularies, which appeared in their result of the study.

2. Teachers

It would give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they would not be stuck only in some particular teaching strategies. The use of game, in this context guessing games could be a good alternative or variation in teaching vocabulary, where it would make the students enjoyed following the lesson.



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